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ABSTRACT

The study examines definitions of Outdoor Education (OE) and similar terms, and identifies the objectives of such programs in Resident Outdoor Schools to determine their educational purposes. The study is limited to a review of OE literature published between 1968-73 in the U.S. Definitions are those stated by arbitrarily selected people and organizations with an interest or background in OE. Analysis of the definitions (in context) shows that to varying degrees they attempt to describe: (1) the place where OE should occur; (2) the methods that OE employs; and (3) its content and goals. OE, according to stated objectives, is concerned with skill, knowledge, and attitudes, some of which are identical to those aimed at by other educational programs and others which appear to be unique to OE and in particular to residential programs. There are some objectives which do not fall into these categories--these describe some individual OE processes and other positive attributes that are desirable outcomes. Also included are personal comments after each analysis of definitions and objectives; a personal point of view of what OE could be; 2 appendices; and a bibliography listing. (FF)

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A STUDY OF OUTDOOR EDUCATION AND ITS OBJECTIVES
AS A BASIS FOR DETERMINING
CURRENT TRENDS

by

GALE B. ORFORD

A RESEARCH PROJECT

Presented to Dr. Phyllis Ford
in fulfillment of the requirements for RPM 506
Problems: Outdoor Education

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TABLE OF CONTENTS

	page
PART I.	1
Introduction	1
Statement of the Problem	3
Statement of the Sub-Problems	3
Hypotheses	3
Basic Assumptions	4
Delimitations	5
Limitations	5
Definition of Terms	6
The Need for the Study	6
PART II.	8
Outdoor Education Defined	8
Summary	26
Comments	31
PART III.	38
Outdoor Education Objectives	38
Summary	55
Comments	64
PART IV.	70
As I See It	70
APPENDICES	73
Appendix A	73
Appendix B	74
BIBLIOGRAPHY	75

PART I

INTRODUCTION

"Outdoor education" is not a new idea, and using the outdoors as a medium for education is widely and enthusiastically accepted as an integral part of many school programs.

There are many "outdoor education" programs being conducted throughout the United States, with such titles as Outdoor Education, Environmental Education and Conservation Education, and the organizational forms they take are as varied as their program content. In the name of "outdoor education" school children are exploring an outdoor study plot in the school grounds during a class period, taking day-long field trips from the classroom or spending any number of days in a residential situation during school time, living in and studying the natural surroundings.

The National Education Association describes "outdoor education" as not a single subject but:

a synthesis of all school disciplines, understandings and skills. Neither is it only the teaching of school subjects outdoors. The teacher uses the environment -- natural or man-made, park or urban setting, historical landmark or scenic site -- to help teach art, mathematics, science, social studies or

communication by helping the student to understand relationships between these subjects, the environment and man.¹

The increasing popularity of "outdoor education" indicates that it makes some contribution to the education process as a whole, but many programs have no philosophical basis other than, "it is good for the children and they enjoy it."

It appears that there are some commonly accepted concepts of "outdoor education" which will be worth recording in an attempt to form a meaningful definition of the term as it is used now, and the main focus will be on residential programs.

A review of the objectives of programs, too, should give an idea of what educators feel are possible goals of "outdoor education" -- perhaps suggesting those educational objectives best aimed at through such programs.

This knowledge should serve as a guide to those implementing "outdoor education" programs in the future, assuming that some answers can be found. It is accepted that there are few answers in education and even though the smiling faces are worth aiming for, surely there is more

¹National Education Association, Man and His Environment: An Introduction to Using Environmental Study Areas (Washington, D.C.: Association of Classroom Teachers, 1970), p. 7.

that will forever justify the existence of "outdoor education."

STATEMENT OF THE PROBLEM

The purpose of the study will be to examine definitions of "outdoor education" and similar terms, and to identify the objectives of such programs in Resident Outdoor Schools in an attempt to determine their educational purposes.

STATEMENT OF THE SUB-PROBLEMS

The problem will be considered in two separate parts:

1. The examination of the definitions of the commonly used terms: Environmental Education, Conservation Education and Outdoor Education, in an attempt to determine the most commonly accepted views.

2. The review of the objectives of "outdoor education" in order to identify possible consistencies and inconsistencies.

HYPOTHESES

The study will be based on the following hypotheses:

1. The investigation of definitions will reveal a variety of different and similar views toward the meaning of the terms.

2. "Outdoor education" through the Resident Outdoor School is a total living experience in a natural, outdoor, community setting that aims at "developing an appreciation for the inter-relatedness of all life and a respect for the wholeness of the environment."² The child is exposed to the natural environment through total sensory experiences and the resulting sensitivity enables him to 'feel' the surrounding environment as something to be enjoyed and appreciated as an essential part of life. The community setting of the Resident Outdoor School sets the stage for the provision of group-living experiences, skill-building, acquisition of knowledge, success experiences in a variety of situations leading to self-esteem, and the development of positive personal relationships based on awareness and understanding of self and others.

BASIC ASSUMPTIONS

For the purposes of the study it will be assumed that:

1. The terms Outdoor Education, Environmental Education and Conservation Education are almost synonymous and are used inter-changeably for "outdoor education."

²Steve Van Matre, Acclimatization: A Sensory and Conceptual Approach to Ecological Involvement (Martinsville, Indiana: American Camping Association, 1972), p. 9.

2. Leaders in the field of "outdoor education" have attempted to define the terms mentioned in 1.

3. Existing "outdoor education" programs through Resident Outdoor Schools have stated objectives.

DELIMITATIONS

The study will be limited to a review of "outdoor education" literature, published between 1968 and 1973 in the United States. The definitions will be those stated by arbitrarily selected people and organizations with an interest or background in "outdoor education." The objectives reviewed will be those stated by selected leaders in the field of "outdoor education" and those that are the bases of selected Resident Outdoor Education programs.

LIMITATIONS

The selection of statements of definitions and objectives for review will be arbitrary, according to reputation and availability, which is a limiting factor. The conclusions then can only be drawn on the basis of a non-random sample that is, consequently, not necessarily representative of all programs.

DEFINITION OF TERMS

For the purposes of the study the following terms are identified:

Education: The physical, social, intellectual and emotional change that occurs through a variety of learning experiences for the benefit of the individual in his total environment.

Objectives: The ends toward which the total program is directed.

Resident Outdoor School: An extended educational program in an outdoor setting for any number of days for selected school groups.

THE NEED FOR THE STUDY

What is "outdoor education"?

What is the special contribution of "outdoor education" to the general education of the child?

These are questions that outdoor educators must be able to answer if the inclusion of "outdoor education" in school programs is to be justified.

The increasing popularity of Resident Outdoor Schools as part of the school program makes it more important than ever that a sound theoretical basis for "outdoor education" be developed.

It is anticipated that the study of definitions and objectives of "outdoor education" will show programs to have a general educational basis as well as revealing special characteristics. It should tie into a total picture, general features of widely-spread programs and indicate unique characteristics as well.

The information should reveal trends in "outdoor education" programs and should indicate specific areas requiring further research.

PART II

OUTDOOR EDUCATION DEFINED

A review of recent literature on, and related to "outdoor education," reveals a wide variety of relevant articles, books, program handbooks, statements, published addresses, research papers, brochures and leaflets, written or compiled by individuals, special-interest groups, professional organizations or government agencies.

In most cases "outdoor education" is defined and many scripts outline objectives of programs. The terms used for the programs are: Outdoor Education, Environmental Education and Conservation Education.

The National Education Association Special Report, "Environmental Education in the Public Schools," sums up the problem of this and similar studies. It states that a limiting factor is that no set criteria exist for identifying environmental education programs, and there is no universally accepted terminology to describe these programs.¹

¹National Education Association, Environmental Education in the Public Schools -- A Pilot Study, A report prepared by the N.E.A. for the National Park Service (Washington, D.C.: National Education Association, October, 1970).

Other studies, for example Environmental Management Concepts -- A List by Milton Pella, Robert Roth and Clay Schoenfeld, mention terms used in addition to those stated in this study. They refer to "Resource-Use Education" and "Environmental Management Education" which are often used interchangeably with Outdoor Education, and to avoid confusion the authors defined the research topic terminology in detail.² This accentuates the fact that "outdoor education" terms and definitions need analysis in order to establish a universally accepted term with a universally understood meaning.

A study carried out by Ray Horn titled A Factor Analysis of Attitudes Towards the Term "Outdoor Education" as Given by the AAHPER Council on Outdoor Education and Camping³ produced some unexpected results. It was expected that there would be agreement amongst the members on the meaning of "outdoor education," but this was not so. The

²Milton O. Pella, Robert E. Roth and Clay A. Schoenfeld, Environmental Management Concepts -- A List, based on a Doctor's dissertation by Robert E. Roth, University of Wisconsin, 1970.

³Ray B. Horn, A Factor Analysis of Attitudes Toward the Term "Outdoor Education" as Given by the AAHPER Council on Outdoor Education and Camping (New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1970).

author then attempted to look for the nature of the disagreement. He found that the Council members fell into three partly overlapping interest groups, all giving varying emphasis to 1) the value of the outdoors as a learning medium (Environment-oriented group), 2) the importance of conservation knowledge and skills (Conservation-oriented group), and 3) the opportunity to teach Outdoor Recreation activities (Outdoor Activity-oriented group). Similar categories emerge from the review of literature for this study. A majority of the definitions reviewed fall into the first category that Horn describes, and the words "method" and "process" appear constantly in the statements. They adopt L. B. Sharp's philosophy that:

That which can best be learned inside the classroom should be learned there. That which can best be learned in the out-of-doors, through direct experience, dealing with native materials and life situations, should there be learned.⁴

Julian Smith states that Outdoor Education is difficult to define because of its inter-disciplinary nature; however, he commits himself to this definition:

Outdoor Education is a means of curriculum enrichment through experiences in and for the out-of-doors. It is not a

⁴L. B. Sharp in Introduction to Outdoor Education for American Youth (Washington, D.C.: AAHPER, 1957).

separate discipline with prescribed objectives like Science and Mathematics; it is simply a learning climate which offers opportunities for direct laboratory experiences in identifying and resolving real life problems....acquiring skills for creative living....and concepts and insights about human and natural resources and for getting us back in touch with those aspects of living where our roots were once firmly established.⁵

This definition is adopted for use in the book Outdoor Education by Julian Smith, Ray Carlson, Hugh Masters, and George Donaldson. The term is qualified further by the statement that:

Outdoor education applies to a wide variety of learning experiences that take place in an outdoor setting, and to the skills, appreciations and attitudes needed for maximum satisfaction in outdoor recreation and activities.⁶

In California the State Department of Education, the Association for Outdoor Education and the U.S. Forest Service have worked together to define Outdoor Education and have simply restated Sharp's philosophy in defining it as: "all those things which can be learned best outside of the classroom and closest to nature itself."⁷

⁵Julian W. Smith, Outdoor Education: An Overview (New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1969), p. 1.

⁶Julian W. Smith, and others. Outdoor Education (Englewood Cliffs, New Jersey: Prentice Hall, Inc.) p. 23.

⁷Association for Outdoor Education Report (New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, July, 1968).

George Donaldson and Oswald Goering do not disagree with this, they say: "Outdoor Education is a method or a process utilizing the out-of-doors. It is not a separate discipline and has no subject matter of its own."⁸

In his dissertation "Factors Influencing the Development of Outdoor Education," Charles Albert Lewis summarized some of his findings on the nature of Outdoor Education in the statement:

Outdoor Education is a direct, simple method of learning that extends the curriculum to the out-of-doors for the purpose of learning. It is based on the discovery approach to learning and it appeals to the use of the senses -- audio, visual, taste, touch and smell -- for observation and perception.⁹

Multnomah County Intermediate Education District also has a limited definition. It states that "Outdoor Education is, simply, teaching those things in the out-of-doors which can best be taught there." The Multnomah County Outdoor Education program is described as:

....strictly an educational program, conducted in the out-of-doors where nature may be observed first hand. It is primarily

⁸George W. Donaldson and Oswald H. Goering, Outdoor Education: A Synthesis (New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, March, 1970).

⁹Charles Albert Lewis, Jr., "Factors Influencing the Development of Outdoor Education," (unpublished Doctor's dissertation, New York University, 1968).

dedicated to teaching young people their place in the natural environment and how science is applied to make their life better.¹⁰

It was found that several definitions do not fall exactly into the "process" category. The previously quoted statement of Julian Smith clearly describes "outdoor education" as more than just a method or medium for teaching.¹¹

John Kirk, in an address delivered at a Conference on Outdoor Education in Toronto, Canada, defined "outdoor education" as:

....the method which utilizes the out-of-doors to cultivate a reverence for life through an ecological exploration of the interdependence of all living things, one on the other, and to form a land ethic illustrating man's temporary stewardship for the land.¹²

Muriel Hopkins sees Outdoor Education as a way of capitalizing on children's natural instincts to explore. She suggests that their exploring is best guided through encouraging them to observe, record and classify information

¹⁰Warren C. Gilfillan and Robert A. Burgess, The Teacher's Handbook for the Outdoor School (Multnomah County IED, August, 1972), pp. 1, 2.

¹¹Smith, Outdoor Education: An Overview, loc. cit.

¹²John J. Kirk, "Outdoor Education -- Its Origin and Its Purpose," from an address delivered at a Conference on Outdoor Education, Toronto, Canada, 1968.

gathered, to ensure that the experiences are truly educational.¹³

Ray Horn's definition is a very complete statement of Environmental Education as a process and a body of knowledge. He says:

Environmental Education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter-relatedness among man, his culture and his bio-physical surroundings. Environmental Education also entails practice in decision-making and self-formulation of a code of behavior about issues concerning environmental quality.¹⁴

This definition was accepted by the International Union for Conservation of Nature and Natural Resources at their International Working Meeting on Environmental Education in the School Curriculum, and recommended to UNESCO and other international organizations for use.¹⁵

Another complete statement about "outdoor education" is made by the U.S. Department of Health, Education and

¹³Murial Hopkins, Learning Through the Environment (London: Longmans, 1968), pp. 3, 4.

¹⁴Ray B. Horn, "What is Environmental Education?", Commission on Education Newsletter (International Union for Conservation of Nature and Natural Resources, July/September, 1970).

¹⁵International Union for Conservation of Nature and Natural Resources, final report of the International Working Meeting on Environmental Education in the School Curriculum, 1970), p. 26.

Welfare, in the Environmental Education Act of 1970:

Environmental Education is an integrated process which deals with man's inter-relationships with his natural and man-made surroundings, including the relation of population growth, pollution, resource allocation and depletion, conservation and technology and urban and rural planning to the total human environment. Environmental Education is a study of the factors influencing ecosystems, mental and physical growth, living and working conditions, decaying cities and population pressures. Environmental Education is intended to promote among citizens the awareness and understanding of the environment, our relationship to it, and the concern and responsible action necessary to ensure our survival and to improve the quality of life.¹⁶

Here Environmental Education is described as a process and as having definite subject matter, directly concerned with the physical and biological sciences.

A statement about "outdoor education" that also outlines specific subject matter including the bio-physical and social sciences is that made by the California State Board of Education Advisory Committee on Conservation Education in an "Education U.S.A." Special Report. The Committee felt that in order to develop an environmental conscience:

¹⁶U. S. Department of Health, Education and Welfare, Environmental Education: Education That Cannot Wait (Washington, D.C.: U. S. Government Printing Office, 1971), p. 5.

....environmental education woven into the total fabric of the public school curriculum is the key.....The Environmental Education program should include instruction in these specific areas:

- 1) Basic ecology -- how the environment operates and how man relates to it and interacts with it;
- 2) Resources and Environmental Technology -- how man, through his technical skills, protects and enhances his environment and uses its resources wisely;
- 3) Social Processes -- how man's attitudes and policies toward the environment and its resources are formed, modified and changed.¹⁷

Dr. V. Eugene Vivian, Director of the Conservation and Environmental Studies Center, Browns Mills, New Jersey, similarly defines "outdoor education." He says:

Environmental Education anywhere seeks to create a concern for all environments that leads to a commitment to preserve or develop optimum environments and to improve less desirable environments.

In addition, Environmental Education concerns itself with the learning environment; it seeks a commitment by educators to develop and utilize situations and conditions where learning can flourish.¹⁸

Dr. Vivian expands his definition with a further comment that:

¹⁷Education U.S.A. -- Special Report, Environment and the Schools: Pioneer Programs Set the Pace for States and Districts (National School Public Relations Association, 1971), p. 17.

¹⁸Conservation and Environmental Studies Center, Guidebook for Resident Environmental Education Programs, Statement by Dr. V. Eugene Vivian (Browns Mills, New Jersey: Conservation and Environmental Studies Center, 1969), p. 1.

Environmental Education is a multi-disciplinary concern for the quality of the environment. Knowledge, skills and feelings must be developed and nurtured by contributions from many or all the existing subjects or activities in the curriculum.¹⁹

Many recent definitions are concerned with all three categories to which Ray Horn referred.²⁰ They are not only concerned with extending the classroom into the outdoors and teaching ecological concepts, but are also concerned about skills and attitudes for Outdoor Recreation.

Rey Carlson, a leading educator in Recreation and Outdoor Education describes "outdoor education" as:

....first and foremost, education....
It must first be concerned with the subject matter that is taught in the classroom. Among its major purposes are to give three-dimensional reality to what is taught in the classroom and to make possible depths of understanding and appreciation that may not readily be achieved indoors....It should be remembered that one of the objectives of education is worthy use of leisure. The outdoors provides some of the most satisfying and worthy uses of leisure and Outdoor Education therefore has a responsibility in the development of leisure interests.²¹

¹⁹Ibid., p. 3.

²⁰Ray B. Horn, A Factor Analysis of Attitudes Toward the Term "Outdoor Education" as Given by the AAHPER Council on Outdoor Education and Camping (New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1970).

²¹Reynold E. Carlson, "Perspective: A Recreation Educator Looks at Outdoor Education," in Perspectives on

Along similar lines is Clinton Neal Fitzpatrick's philosophical definition of "outdoor education." He states in his dissertation, titled "Philosophy and Goals for Outdoor Education" that:

Outdoor Education is a method which utilizes resources beyond the classroom as a stimulus for learning and a means of curriculum enrichment. By extending the learning environment beyond the classroom, theoretical knowledge is enriched by practical knowledge gained through first hand experiences with people, places and things. The knowledge obtained through this direct approach to learning should enable the individual to better understand the unity of all life. It should also help him to develop a sense of pride for the historical, educational, scientific, recreational and inspirational values that are a part of his heritage. Ultimately, he should be able to play a more constructive role in the society of which he is a part.²²

Fitzpatrick attributes many values to "outdoor education," saying that it can contribute to the total development of the individual and thus to society and the total environment. This study gives much information about "outdoor education" in the United States and helps meet the need for research in the area of philosophy and objectives for "outdoor education."

Outdoor Education: Readings, George W. Donaldson and Oswald H. Goering. (Dubuque, Iowa: Wm. C. Brown, 1972), p. 224.

²²Clinton Neal Fitzpatrick, "Philosophy and Goals for Outdoor Education," (unpublished Doctor's dissertation, Colorado State College, 1968), pp. 36, 37.

The terms Environmental Education, Conservation Education and Outdoor Education are discussed by Donald Hawkins and Dennis Vinton. They describe Environmental Education as including conservation and outdoor education as well as "everything else that relates to man and his environment." Their definition states that:

Environmental education provides a change in focus for education. Its central concern is man, and it deals with man's environment in such a way that the learner perceives the inter-relationships with the environment that he affects and that affects him. It is an integrated process that involves experience, investigation and problem solving in man's natural and man-made surroundings, using the total human, natural and physical resources of the school and the community as an educational laboratory. While its ultimate goal is the survival of the human race, its immediate emphasis is on the individual learner, enabling him to develop self-reliance, self-direction, and a feeling of self-worth and improvement in the quality of life -- his own and that of the larger society.²³

Peggy Miller takes Hawkins' and Vinton's "change in focus" concept a little further and refers to 'outdoor education' as a "change agent in the school curriculum." She claims that:

²³Donald E. Hawkins and Dennis A. Vinton, The Environmental Classroom (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), p. 22.

The introduction or inclusion of Outdoor Education in the curriculum changes the forces which tend to stabilize and maintain elementary and secondary school programs. It affects the major determiners of the curriculum -- teachers, administrators, students, parents, teaching and learning resources.....²⁴

These changes occur in people, processes and programs. People change as they grow to know themselves and others better through Outdoor Education. Better human relationships are built as well as the establishment of better relationships between man and his environment. The outdoors is also a source of self-renewal for man. Miller sees processes change as teachers adapt to, and use, the outdoor setting which "almost demands" involvement of the total organism in problem-solving, learning by doing and encounters with direct learning experiences. Programs also change as disciplines are recognized and revised (often integrated) to capitalize on the outdoor learning experiences. Outdoor Education also paves the way for less rigid scheduling.

By means of an editorial in the Journal of Outdoor Education, Paul Nowak expresses his frustration at the variety of terms used for "outdoor education." Concern about environmental education "thrust three struggling

²⁴Peggy L. Miller, "Outdoor Education: Curriculum Change Agent," Journal of Outdoor Education, Vol. IV, Fall, 1969, pp. 3-5.

education efforts into the educational limelight.... nature, outdoor and conservation education....to complicate the picture still more, a new educational effort called 'environmental education' has emerged as a response to the growing personal and societal concerns for our environment." Nowak describes in detail the differences between Outdoor Education and Environmental Education as he sees them, then summarizes the details by saying:

Let's call outdoor education the using of the environment as a teaching resource and environmental education the study of the environment then get on with the job that must be done!²⁵

Thomas Goodale would agree with Nowak. Goodale feels that the outdoor education field cannot afford to waste time on semantic arguments and he is skeptical about the motives behind the controversy over the correct name for 'outdoor education.' He feels that:

Discussions of jargon and particularly the attempts to distinguish between outdoor education and environmental education are interesting but not very productive. The problem seems to be one of professional identity. If that's the case, then someone must ask on whose behalf the dream is being dreamt. Is it the profession's or those it seeks to serve? School personnel may have to forego professional identity so as to enhance human identity.²⁶

²⁵Paul F. Nowak, "Education in and about Our Environment," An editorial, Journal of Outdoor Education, Winter, 1971, pp. 6, 7.

²⁶Thomas L. Goodale, "Toward a Future Worth

In several cases, concern about human identity, human resources and human responsibility is expressed in definitions of 'outdoor education'. In "Understanding Environmental Education: A Collection of Readings in Environmental Awareness," Michael Scriven discusses the importance of the human element in 'outdoor education.' He says:

If you define an ecosystem rather widely, with respect to man and his effect upon his environment, you find yourself automatically involved in the discussion of politics and ethics. For politics and ethics are nothing more than systematic attempts to provide solutions for the problems of social interaction, i.e. the interaction of humans with their human environment. There will be little satisfaction in environmental education that teaches us how to handle our natural environment if it does not recognize the fact that part of that natural environment is ourselves. There is no natural and no logical way to draw the boundary between the unthinking and thinking part of man's environment. We may, for practical purposes decide to divide our efforts in this matter. But we must recognize that in the long run our drive to achieve environmental education is part of the drive to achieve adequate education for social interaction.²⁷

Pursuing," an Editorial in Journal of Outdoor Education, Vol. VII. Spring, 1973, p. 5.

²⁷Michael Scriven. "Social Interaction" in Understanding Environmental Education: A Collection of Readings in Environmental Awareness, Office of Education, U.S. Department of Health, Education and Welfare. Washington, D.C., 1970, p. 60.

Social interaction appears to be considered an important part of 'outdoor education,' particularly in residential programs, even though many definitions do not mention it. Reviewing written definitions in an attempt to determine what people believe 'outdoor education' to be has limitations as some statements are very brief outlines, while others are very complete. Some philosophical definitions have been quoted in this study, e.g. Fitzpatrick's "Statement of Philosophy"²⁸ and the information given requires little effort to determine the "spirit" of the definition. Brief definitions have been interpreted carefully, and fortunately some are accompanied by a statement of objectives, which further qualifies the definitions.

Donald Hawkins and Dennis Vinton state in their definition that the emphasis of Environmental Education is on the learner, but their true concern for man and how he functions as a part of the environment is not apparent. However, later on in their book, The Environmental Classroom, they enlarge on the concept of Environmental Education and outline its purposes as they see them. They refer to environmental learning as:

....an experience-oriented, investigative, problem-solving concept that seeks and nurtures diversity in learners. It deals

²⁸Fitzpatrick, loc. cit.

with the development of sensory perception, with problem identification, with attitudes, feelings and commitments, with self-awareness and growth toward self-potential. It fosters joy and involvement in learning. It rejects a Skinner-box concept of controlled environment and embraces, instead, the idea that learners will strive for self-actualization if given the opportunity and the trust....It seeks to develop individuals with the self confidence to identify and solve problems on their own and the larger societal environment through an open-ended, multi-disciplinary, concept based orientation. It results in generalized knowledge accompanied by those specialized skills that enable a human being to be a productive and happy member of society. It seeks lifelong learners who can process, not parrot, information and use it to improve the quality of life.²⁹

The Environmental Education program at Eastern Montana College in conjunction with the Billings School District make a preliminary statement to their definition of 'outdoor education.' They say:

A semantic morass exists at present concerning the three terms conservation education, outdoor education and environmental education. Much hair-splitting has occurred. Various academic areas have sought to pre-empt one or another of the terms. In this program we have frequently used Outdoor Education since a significant aspect of the program involves study and investigation outdoors -- out of the classrooms. But this term means to many people merely anything one does out of doors -- sports, camping, hiking -- and this is

²⁹Hawkins and Vinton, op. cit., pp. 107, 108.

the meaning the Physical Education field has given the term. Such a meaning does not embrace our philosophy. To reflect that philosophy we will consistently use the term Environmental Education.

Of the many definitions developed, the one that best expresses the philosophy of this program is as follows:

Environmental Education consists of the recognition by man of his interdependence with his environment and life everywhere, and the development of a culture which maintains that relationship through policies and practices necessary to secure the future of an environment fit for life and fit for living.³⁰

From Dr. Matt Brennan and
Dr. Paul Brandwein.

³⁰Eastern Montana College, "The Environmental Education Program -- 1967-1971." 1972 Distinguished Achievement Award Entry, submitted to the American Association of Colleges for Teacher Education, 1971, p. 2.

SUMMARY

Analysis of the definitions (in context) shows that to varying degrees they attempt to describe:

- 1) the place where 'outdoor education' should occur;
- 2) the methods that 'outdoor education' employs; and
- 3) its content and goals. (See summary chart -- Appendix A.)

Where 'outdoor education' occurs.

The statements reviewed for this study indicate that most people feel 'outdoor education' occurs outdoors in a natural environment, hence the popularity of residential programs where schools are seeking more suitable locations than the school environment for 'outdoor education.' Many man-made environments are considered valuable, however, for 'outdoor education' and several of the statements indicated that some of the environmental problems are best studied in man-made environments, e.g., air pollution may be best studied in a city. In most cases man-made environments are referred to in those definitions using the term "Environmental Education." As Schoenfeld says, this "newer term attempts to do a more precise job of describing our ecological efforts to come to grips with the degradation

of man's interlaced surroundings,"³¹ therefore it would require both natural and man-made environments.

'Outdoor education' methods.

As Peggy Miller says, the nature of 'outdoor education almost demands learning methods requiring total involvement of the individual.³² Some authors have listed the methods that they feel should be employed in 'outdoor education' -- problem-solving, experiencing things firsthand, and exploring, discovering and observing using all the senses.

Most of the definitions did not mention methods but some presented 'outdoor education' almost as a method in itself. It seems that it is felt that just being in the outdoors and close to nature is a stimulant to learning, and it is also the best place to study some things.

The content and goals of 'outdoor education.'

In the "what" of 'outdoor education' the nature of the subject matter is described as well as the desired

³¹Clay Schoenfeld, "A New Sense of Husbandry" from testimony before the House Select Sub-Committee on Education hearings on Environmental Education, in Understanding Environmental Education: A Collection of Readings in Environmental Awareness. Office of Education, U.S. Department of Health, Education and Welfare, Washington, D.C. 1970, p. 56.

³²Peggy Miller, loc. cit., p. 3.

outcomes of programs. In some cases 'outdoor education' is referred to as multi-disciplinary -- an integration of the total school curriculum where existing subjects are taught with environmental concepts emphasized. Closely allied to the method idea of the outdoors as a stimulant to learning -- 'outdoor education' is described as a means of curriculum enrichment so that the learning that occurs becomes more meaningful to the learner.

There is general agreement that knowledge is a definite outcome of 'outdoor education' -- knowledge of natural and human resources so that the concept of the interdependence and inter-relatedness of man and his total environment is understood. There appears to be more emphasis on knowledge about natural resources and the natural environment than on human resources and the human environment. However, some authors feel that they are equally important and stress that an understanding of man (i.e. self and others), is essential to responsible decision-making and effective environmental action. Closely linked to knowledge and understanding are the development of awareness, appreciation, attitudes and deepening sensory perceptions. Hawkins and Vinton see these as steps to developing a commitment to environmental concerns.³³

³³Hawkins and Vinton, loc. cit., pp. 107, 108.

Social interaction is mentioned only twice in the literature reviewed, but in both cases the development of positive human relationships is considered of primary importance. The development of a positive self-image and the opportunities for self-actualization also receive little attention in the literature.

Education for leisure is not a frequently referred to outcome for 'outdoor education' in these definitions, even though the outdoor setting "provides some of the most satisfying and worthy uses of leisure."³⁴ Fitzpatrick³⁵ lists the recreational value of 'outdoor education' alongside the educational, historical, scientific and inspirational values, whereas Julian Smith refers to 'outdoor education' as an opportunity to acquire "skills for creative living." He sees the development of outdoor skills as essential in order that people might gain satisfaction from outdoor interests. 'Outdoor education' is a means of equipping them with lifelong leisure skills.³⁶

³⁴Reynold E. Carlson, "Perspective: A Recreation Educator Looks at Outdoor Education" in George W. Donaldson and Oswald Goering, Perspectives on Outdoor Education: Readings (Dubuque, Iowa: Wm. C. Brown, 1972), p. 224.

³⁵Fitzpatrick, loc. cit.

³⁶Julian W. Smith, "Outdoor Education: An Overview." New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, December, 1969.

Throughout the definitions there were references to "a quality environment" and to "quality living" -- these are generally agreed upon long-range objectives of 'outdoor education.' Survival is one immediate concern, but mere survival is not considered enough -- improving the quality of life is the ultimate aim. Enjoyment and happiness are mentioned briefly in only two references where they are included as essential elements in quality living.

COMMENTS

The following is a personal critique of findings in addition to comments already made previously in the study.

The review of definitions for 'outdoor education' has revealed an incredible variety of ideas about exactly what it is and its purpose. It seems that Ray Horn's three categories, 1) Environment-oriented group, 2) Conservation-oriented group, and 3) Outdoor activity-oriented group,³⁷ which reflect attitudes toward the meaning of the term 'outdoor education' are not adequate. There seem to be two extreme opinions about what 'outdoor education' is:

- 1) It is interdisciplinary and uses all subjects of the existing curriculum to develop knowledge and con quality environment.
- 2) Existing school subjects are taught through 'outdoor education' -- the outdoors is a stimulant to learning and a means of curriculum enrichment.

³⁷ Ray B. Horn, "A Factor Analysis of Attitudes Toward the Term 'Outdoor Education' as given by the AAHPER Council on Outdoor Education and Camping," New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1970.

Few definitions fall exactly into either category, however, and to varying degrees outline where 'outdoor education' should take place, what its content should be, and the methods that it employs.

It is interesting to note the differences in the amount of information the various definitions give about 'outdoor education.' Some definitions have described it as simply a learning climate for a wide range of learning experiences. It would appear that this is inadequate if 'outdoor education' is to be justified in school programs. Using the outdoors must broaden the scope of educational activities; otherwise it could become nothing more than "another way to do it" if this narrow definition is accepted.

The view that 'outdoor education' is a means to show children how science can be applied to make their life better is another narrow view that seems to be widely held. Rather, it would seem that the resident Outdoor School is a unique opportunity to show how one can apply the knowledge of all academic areas as well as the understanding of the bio-physical and human environments.

Ray Horn's definition is perhaps the most complete in that it states a concern and appreciation for "the interrelatedness among man, his cultural and his bio-physical surroundings" which results in his ability to make

responsible decisions about his code of behavior.³⁸

Clay Schoenfeld, in his attempt to clarify meanings of the terms used for 'outdoor education,' says that the term Environmental Education "attempts to do a more precise job of describing our ecological efforts to come to grips with the degradation of man's interlaced surroundings."³⁹ The validity of this statement is questionable. It seems that Environmental Education utilizes man-made environments as much as, or more than, natural environments but many of the Environmental Education definitions limit their concern to survival in terms of pollution awareness, conservation knowledge, processes for environmental action, basic ecology studies, environmental technology and social processes -- in most cases limited to modification of behavior and attitudes. To greater or lesser degrees these form parts of 'outdoor education' and are therefore "coming to grips" with only parts of the total problem which is

³⁸Ray B. Horn, "What is Environmental Education?" Commission on Education Newsletter, International Union for Conservation of Nature and Natural Resources, No. 5, July/September 1970, p. 1.

³⁹Clay Schoenfeld, "A New Sense of Husbandry" from testimony before the House Select Sub-Committee on Education hearings on Environmental Education, in Understanding Environmental Education: A Collection of Readings in Environmental Awareness. Office of Education, U. S. Department of Health, Education and Welfare, Washington, D.C., 1970, p. 56.

perhaps best described by Phyllis Ford who refers to the "ekistical conscience" or "bio-socio-conscience" which must be developed in man in order that he might survive. It will enable him to live a quality life "in harmony with all the components of the universe."⁴⁰

A positive and interesting attitude toward 'outdoor education' is reflected in some definitions where it is seen as a change agent. It is described as providing not only a change in focus for the curriculum but as a change agent for educational methods, goals and environments. This in itself should be a worthwhile contribution to the total field of education.

The development of self-reliance in the outdoors is stated as part of 'outdoor education' but a concern for the development of other characteristics and attitudes in the individual is rarely mentioned in the definitions. There is the occasional reference to opportunities for social interaction, development of self-esteem, self-awareness and perception, and those few authorities who mention these appear to rate them as high priorities. Donald Hawkins and Dennis Vinton see these as important

⁴⁰Phyllis M. Ford, "A Leg to Stand On," address delivered to Pacific North-West NRPA Conference, Portland, Oregon, 1971.

elements in the development of "a productive and happy member of society."⁴¹ They also mention "joy in learning"⁴² and this is one of the few references to enjoyment and fun as part of 'outdoor education.' If 'outdoor education' is education for "a quality life in harmony with all the components of the universe,"⁴³ then the elements of enjoyment, fun and excitement are essential and must be considered part of it.

One of the reasons for not adopting Horn's categories for definitions of 'outdoor education' is because not only do no definitions found for this study fall into his third category -- the Outdoor Activity-oriented group -- but very few authorities mention recreational skills and attitudes at all. Rey Carlson sees "worthy use of leisure" as part of 'outdoor education' because it is one of the goals of education and the outdoors provides opportunities for some of the most satisfying and worthy uses of leisure, although he places first priority on subject matter that is taught in the classroom.⁴⁴

⁴¹Donald E. Hawkins and Dennis A. Vinton, The Environmental Classroom. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1973), p. 108.

⁴²Ibid, p. 107.

⁴³Ford, loc. cit.

⁴⁴Carlson, loc. cit.

Fitzpatrick⁴⁵ found that authorities he studied acknowledged the development of recreational values as part of 'outdoor education' but most of the statements reviewed for this study do not mention leisure skills or attitudes. One wonders if perhaps the authorities reviewed here do believe that education for meaningful recreation is important but are reluctant to mention it in case the academic standing of their programs should be questioned.

The statement that the outdoors is a stimulant to learning occurs frequently in the definitions. It is a commonly accepted fact that most young children will explore readily in a man-made or natural environment and will learn from their exploration. To some children, being in the outdoors and close to nature will have a "magic" effect and stimulate learning. In other cases being in a natural environment could stifle learning, because some children are frightened in the outdoors. One must consequently remember that the outdoors is not necessarily an automatic stimulus to learning.

Further, even for the children who are naturally ready to explore the outdoors, one cannot assume that the mere presence of a natural environment will automatically

⁴⁵Fitzpatrick, loc. cit.

ensure "good" learning. It is probably imperative that careful guidance and encouragement are provided to capitalize on the teachable moments that can occur when a child explores in the outdoors.

For these reasons it is important that children feel comfortable in the outdoors and they must be helped to develop awareness, appreciation and understanding of the natural environment. This should provide them with a good basis for building positive attitudes so that they will value a quality life in a quality environment over and above anything else.

It is obvious that there are many definitions of 'outdoor education.' Each definition places slightly different emphasis on specific details, but in general outline they say very similar things in different ways.

PART III

OUTDOOR EDUCATION OBJECTIVES

The procedure used to identify goals for 'outdoor education' was a review of:

1. Books and statements written by 'outdoor education' personnel;
2. 'Outdoor education' program manuals;
3. Comments on 'outdoor education' by other people outside the field.

Clinton Neal Fitzpatrick completed a study of the objectives of 'outdoor education' in which he compiled a list of goals from 'outdoor education' personnel. Based on the judgement of three juries he developed a recommended list of goals which he rated according to significance.

The results as he presented them are:

Highly significant goals:

1. To help realize, through outdoor education, the full potential of the individual toward optimum development of the mind, body and spirit.
2. To utilize fully and constructively resources beyond the classroom as a stimulus for learning and as a means for curriculum enrichment.
3. To develop awareness, appreciation and understanding of the natural environment and man's relationship to it.
4. To develop knowledges, skills, attitudes and appreciations for the wide use of leisure time.
5. To promote democratic human relations and procedures through outdoor learning and group living experiences.

6. To help the individual to become more civic-minded through utilization of resources within the community, state, nation and world.
7. To permit an atmosphere conducive to the aesthetic development of the individual.

Significant goals:

1. To help the individual become self-reliant in the outdoors.

Optional goals:

1. To contribute to the vocational efficiency of the individual by providing purposeful work experiences beyond the classroom.¹

Fitzpatrick's list of objectives is very complete representing the wide range of views of leading people in 'outdoor education.'

The Oregon State Department of Education, in their booklet, "Outdoor Education in Oregon Schools" states more environmental-management, science-oriented objectives.

They are:

1. To clearly define and establish the relationship between man and his environment.
2. To develop a conscious and conscientious awareness of existing inter-relationships between and among living and non-living things in such a manner as to facilitate our ecological system.
3. To instill an awareness of interdependency through the formulation of proper attitudes at an early age.
4. To stimulate the health and welfare of man.
5. To enrich the understanding of the ecological system and natural resources important to the nation.

¹Clinton Neal Fitzpatrick, "Philosophy and Goals for Outdoor Education," (unpublished Doctor's dissertation, Colorado State University, 1968), pp. 44, 45.

6. To develop in the youth generation those values and attitudes they will need to solve present and future problems derived from environmental degradation.
7. To develop an awareness that the problem of environmental control is not so much abstinence of polluting factors as it is continued implementation of controlling factors.²

The Department of Education goes on to outline further desirable outcomes for education in the outdoors:

- to instill knowledge of soil, water, forests and other plant life and wildlife;
- to promote understanding of the inter-relationships of those renewable natural resources, and of man's relationship to them;
- to develop intelligent attitudes toward conservation, the wise use and management of those resources, and an appreciation of recreational, economic and aesthetic values;
- to encourage positive action to bring about recognition and solution of resource-use and management problems.³

A more recent statement of 'outdoor education' objectives for the State of Oregon was drawn up by the Conservation and Outdoor Education Advisory Committee. The revised objectives reflect the same ideas but are better presented. The Committee uses the term "Environmental Education" and says its general objectives are:

²Oregon State Department of Education, Outdoor Education in Oregon Schools, Salem, 1968, p. 2.

³Ibid., p. 9.

To improve the learning of basic skills (reading, writing and arithmetic) by providing experiences that allow for application of these skills in the natural environment. Application of these skills in a problem-solving approach to the environment will give children the motivation and competency to develop personal and group responsibility toward their social and natural environment.

The outcomes of an effective program are then stated in behavioral terms:

- the learner should be able to:
- 1. Collect, record and interpret environmental data and from this name trends of environmental management at his level of understanding.
- 2. Exhibit behaviors which demonstrate a desire to maintain or improve a quality environment.
- 3. To make feasible contributions to identifiable environmental problems.
- 4. To actively participate in discussions related to environmental problems including man's management role in enhancing or alleviating these problems.
- 5. To demonstrate a personal commitment to intelligent management by exhibiting behavior such as voting on the basis of known data and avoidance of littering and defacing property.⁴

The Committee then goes on to outline specific objectives for residential programs. They say that residential outdoor schools provide opportunities for:

⁴Conservation and Outdoor Education Advisory Committee, (Ernest C. McDonald, Chairman), "A Proposed Plan of Environmental Education for the State of Oregon," 1970 (mimeographed), pp. 4, 5.

1. Involvement in a week long living experience that promotes group interaction in learning to work together.
2. Enrichment of the existing curriculum with relevant and significant learning experiences based on the ecological study of the natural environment and inter-relationships of natural resources.
3. Application of the basic learning skills in environmental investigations.
4. The child to develop personality traits of self-initiative, self-reliance and responsibility to others and to the environment.
5. High School or College students to develop leadership responsibilities in learning how to work with young people.⁵

Along similar lines, concerned with environmental problems are Donald Hawkins' and Dennis Vinton's objectives for Environmental Education. They say that:

Through direct experiences and encounters with his social, physical and cultural world the student should gain:

1. A broad understanding of the environment, both natural and man-made;
2. A clear understanding that man is a central and an inseparable part of the complex environmental system and that he has the ability to alter the inter-relationships of the system;
3. A fundamental understanding of the environmental problems confronting man, how these problems can be solved, and the need for individual citizens and Government agencies to work toward their solution;
4. Attitudes of concern for the quality of the environment, which will motivate him to participate in environmental problem-solving.⁶

⁵Ibid., p. 9.

⁶Donald E. Hawkins and Dennis A. Vinton, "Environmental Education," Art Education, Oct. 1970, Vol. 23, no. 7, p. 50.

In their book, The Environmental Classroom, Hawkins and Vinton expand these objectives so that Environmental Education becomes more a total educational experience.

They say:

Above all, environmental education is oriented toward development of values that are translated ultimately into action. Awareness, appreciation and understanding of the environment are only the first steps and do not necessarily lead to effective action. They are based on the factual information the students discover. Beyond this, each student must acquire an environmental ethic, a concern for, and moral commitment to his responsibility to the environment. Further, he should have the motivation and the competence to make choices between what are often equally attractive alternatives and to act on his choices. His ethic must guide him both to living with the earth's resources, and living with his fellow men in social, political and economic relationships.... Environmental education should result in the knowledge, desire and ability necessary to direct one's conduct toward improving the quality of life. It should enable the individual to perceive the problems that exist and to devise solutions to them.⁷

Alan Wagar in his article in Today's Education titled "The Challenge of Environmental Education" says that the purpose of environmental education is to develop awareness, revise value systems and change attitudes. Environmental education must "provide every man, woman and child in the nation with a deep ecological awareness of how all the

⁷Donald E. Hawkins and Dennis A. Vinton, The Environmental Classroom, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), p. 24.

things in our environment are inter-related." It must revise value systems to develop "a new look on social accounting so that things such as clean air, safe streets, open spaces and diversity are prized along with next year's automobiles and gold-plated plumbing fixtures." The final challenge of environmental education is to change attitudes so that the ultimate goal of man is 'something more' than survival.⁸

In her article, "They Grow Nine Feet High," Helen Heffernen says:

We hope that their outdoor experiences will help children to stretch mentally, to mature socially, to find inspiration, relaxation, physical and mental health close to nature and to relate what they learn in school to realistic problems of man's wise utilization of his environment.⁹

The Conservation and Environmental Studies Center, New Jersey lists objectives which are considered to be "highly achievable goals that are uniquely successful in a residential environmental education experience." The Center recommends that "a teacher should realistically

⁸Alan J. Wagar, "The Challenge of Environmental Education," Today's Education, Dec. 1970, Vol. 59, pp. 16-18.

⁹Helen Heffernen, "They Grow Nine Feet High" in George W. Donaldson and Oswald Goering, Perspectives on Outdoor Education: Readings, (Dubuque, Iowa: Wm. C. Brown, 1972), pp. 5, 6.

select those objectives in each category which meet the needs of the individual child and the entire class." The objectives, as categorized and listed are:

SOCIAL

1. Children gain in ability to communicate with their teachers.
2. Children learn to understand their classmates better.
3. Children like more of their classmates after the residential Environmental Education experience.
4. Children perceive their teachers more as understanding adults.
5. Children evaluate their own image.
6. Children increase their concern for the welfare of others.
7. Children have permanently changed attitudes about their teachers after a residential experience.
8. Children increase their perception of the values of commonly employed social courtesies.
9. Children have permanently changed attitudes about their classmates after a residential experience.

INTELLECTUAL SKILLS

1. Children increase their skills for detailed observation.
2. Children increase their ability and predilection to raise meaningful questions.
3. Children increase in ability to interpret data.
4. Children increase in ability to evaluate experiences.
5. Children gain in ability to formulate hypotheses.
6. Children gain in ability to make inferences.
7. Children gain in ability to develop procedures for direct investigations.

CONSERVATION ATTITUDES

1. Children gain in appreciation of the relation of natural resources to man's welfare.
2. Children broaden or expand their resource-use ethic.

3. Children develop attitudes or feelings which will influence their use of leisure time activities.
4. Children share experiences with an apparently desirable group of persons whose values may be other than their own.
5. Children undergo a series of novel experiences (novel with respect to their background).

TEACHER CHANGES

1. Teachers gain increased awareness of the needs of individual children.
2. Teachers gain increased awareness of children's relationship to their classmates.
3. Teachers make gains in their own knowledge of the teaching-learning process.
4. Teachers increase their perception of the real values held by their students.
5. Teachers increase in their ability to communicate with children.¹⁰

In his book, Classroom Out-of-Doors, Wilbur Schramm records a discussion with Camp Director Denver Fox about the objectives of the San Diego "outdoor education" program. He states its purpose as:

1. To help people relate to a natural environment and understand natural forces.
2. To help each child become a more complete person, educationally, spiritually and socially.
3. To give children experiences they would not otherwise have had.
4. To help each child become more independent, more mature and more competent in skills and knowledge.
5. To help children view the world in a way of questioning, wondering, discovering and solving problems.

¹⁰Conservation and Environmental Studies Center, Guidebook for Resident Environmental Education Programs (Browns Mills, New Jersey: 1969), p. 9.

6. To give children opportunities to work at conservation projects.
7. To live with and get to know other children from different races, economic levels and cultures.
8. To learn about responsibility and how to look after himself.¹¹

Jay B. Nash agrees basically with the objectives quoted but rates social interaction above all other outcomes. He uses the term "school camping" and sees it as:

....opportunities for youth to widen his experience, to motivate classroom procedure, to build vigorous body health, to experience the thrill of accomplishment and to lay down the basis for many recreational habits that will enrich later life.¹²

Nash discusses "outdoor education" in more detail, saying that:

- recreation is an important outcome of school camping, but it is not enough;
- outdoor education offers experiences to contact science at its source and experiment with nature through work projects, but it is not enough;

¹¹Wilbur Schramm, Classroom Out-of-Doors (Kalamazoo, Michigan: Sequoia Press, 1969), pp. 35-37.

¹²Jay B. Nash, "Why a School Camping Program" in Donald R. Hammerman and William M. Hammerman, Outdoor Education: A Book of Readings (Minneapolis, Minnesota: Burgess Publishing Company, 1968), pp. 39, 40.

- conservation knowledge and experience is important, but it is not enough;
- fun is important, but it is not enough;
- motivation and interest added to school subjects can provide a jumping-off place for learning, but it is not enough.

Most important of all, it provides opportunities to develop a social sense of belonging and opportunities to practice true democracy.¹³

In the Introduction to its Outdoor School Guide, Los Angeles County states the programs' general objectives as:

....to develop understanding of the need for people to make and follow social, economic and political decisions so that human life on earth can be continued and the balance of nature may be maintained.

They aim to:

1. Provide first hand learning opportunities for the pupil to discover that all life depends on the environment.
2. Utilize the outdoor environment as an effective learning tool in ecological studies and conservation practices.
3. Utilize the Outdoor School Program as an effective learning tool to gain understanding of social behaviors, the individual's worth and the interdependence of all mankind.

¹³Ibid.

4. Modification of the individual's behavior and attitudes toward positive and constructive use of his environment.¹⁴

The Los Angeles County emphasis is far removed from Nash's primary goal of social development. Contained in the Outdoor Education Philosophy is the statement:

The primary goal, legal justification and unique contribution of the Outdoor School to our society lies in its responsibility toward the promotion of understandings in outdoor science and conservation. The other goals of outdoor education, social living, work experiences, healthful living, etc., are equally important and assist us in achievement of our primary goal. However these are goals toward which other community agencies work while Outdoor School is unique in its emphasis on Science and Conservation.¹⁵

The Science and Conservation orientation of the program is even more evident when its specific objectives are examined. The Outdoor School Guide states four ecological concepts and the curriculum is based on behavioral objectives developed from these concepts. They are as follows:

- A. CONCEPT: An ecosystem consists of natural communities of plants and animals inter-related and interacting with their physical environment.

¹⁴Los Angeles County, California: Superintendent of Schools Office, Nature's Classroom: A Guide for the Los Angeles County Outdoor School, September, 1972, p. 1.

¹⁵Ibid., p. 2.

Objectives:

1. The pupil will identify the biotic and the physical environment of an ecosystem utilizing his senses.
 2. The pupil will identify the ecosystems at the site.
 3. The pupil will identify the limiting factors of the environment.
 4. The pupil will analyze an ecosystem at the site.
 5. The pupil will compare and contrast ecosystems at the site.
 6. The pupil will compare and contrast their [sic.] home community with an ecosystem.
- B. CONCEPT: Man's attitudes and way of life create an ecological impact upon the environment; man's survival depends on his ability to minimize this impact.

Objectives:

1. The pupil will identify proper behavior in the utilization of the natural environment.
 2. The pupil will apply identified proper behavior in the utilization of the environment.
 3. The pupil will analyze the negative influences of man on his environment.
 4. The pupil will synthesize ways to minimize his impact on his environment.
- C. CONCEPT: The earth is in constant motion producing regular, predictable changes in the environment to which man adapts.

Objectives:

1. The pupil will describe the seasonal characteristics evident at that time in the environment.
2. The pupil will demonstrate his understanding of climatic adaptation by wearing proper clothing.
3. The pupil will discuss the adaptation of the human eye to light level.
4. The pupil will listen attentively to the sounds characteristic of the night.

5. The pupil will distinguish between a star and a planet, and a star and a constellation.
 6. The pupils will discuss that legends or myths have been written about the patterns in the stars.
 7. The pupil will compare and contrast the environment between night and day in terms of sounds, temperature change and animals.
- D. CONCEPT: Outdoor School is a mini-community in which each pupil can participate as a citizen and a creative person.

Objectives:

1. The pupil will assume his duties as a member of the mini-community.
2. The pupil will participate in the established routine of the outdoor school program.
3. The pupil will translate and respond to new symbols of communication.
4. The pupil will relate the history of the area.
5. The pupil will cite examples of the California Indian, Spanish and Mexican contributions to the nomenclature of the site and the surrounding area.
6. The pupil will participate in folk dances and folk music of our heritage.
7. The pupil will identify and use tools and equipment needed in arts and crafts.
8. The pupil will make a creative art form from natural materials of the site, or develop a creative expression or reproduction about the site.¹⁶

In a report on the Sedro-Woolley Environmental Education Program the objectives as outlined by John Miles are:

1. To make people aware of the dangers inherent in the population explosion.
2. To make people aware of man's dependence on nature for all the necessities for physical

¹⁶Ibid., pp. 5, 6.

- survival, and be aware that man is the only creature capable of consciously altering his environment.
3. To value a quality environment over the immediate possession of material goods and be aware that the production of material goods is dependent on the quality of the environment.
 4. Be aware that an aesthetic environment is essential to man's social and mental well-being.
 5. Accept personal and individual responsibility for maintaining and restoring quality in his environment.
 6. Be aware of legal and political avenues through which these objectives can be attained.¹⁷

Thomas Goodale sees 'outdoor education' as having an even more extensive role in general education. As cybernation and engineering continue to disengage human physical and mental processes the future must be humanized and outdoor educators can contribute to that future in assorted direct and indirect ways....

In terms of the loss of identity and self esteem caused by dislocations in the work force, outdoor educators have a unique role and opportunity. There is yet much work to be done, and even if it is not a source of income, it can be a source of contact, meaning and worth. For those whose minds and muscles are under-employed, if not unemployed, avocations can absorb the total being. For those whose lives are fractioned into disjointed roles,

¹⁷John C. Miles, The Development and Field Testing of a Pilot Program in Environmental Education in the Sedro-Woolley School District. (Report for U. S. Department of Health, Education and Welfare, Office of Education) Huxley College of Environmental Studies, Western Washington State College, 1971, p. 66.

times and spaces, outdoor educators can demonstrate the unity of being in nature as nature. The abrasive sights, sounds, and smells of a huckster society become hideous juxtaposed to the beauty and tranquility of the natural order. The outdoors can and should communicate the essential worth and interrelatedness of all resources for life. The dire and dreary consequences of destructive and productive drives are thus highlighted and the prospect of rejecting both enhanced. The outdoors is a well of situations in which individual resourcefulness can be established and skills for managing anxiety and stress can be developed. Further, by expanding concepts of time and space and imposing its own enduring rhythms, the outdoors insistently states a different wisdom which, in contrast to the conventional pattern of artificial environments, exposes some of man's folly and daily inhumanity toward his fellow men.¹⁸

Another viewpoint about the purpose of 'outdoor education' was presented by Ron Eber in his testimony before the House Select Committee on Education hearings on Environmental Education. He said:

What I am advocating is an environmental education that is more than solution-oriented, more than an education that will solve our short-term problems, more than an education of requirements to meet professional qualifications, but rather an education that has us ask, so why do we do it? What good is it? Does it teach you anything like determination, invention

¹⁸Thomas L. Goodale, "Toward a Future Worth Pursuing," an editorial in Journal of Outdoor Education, Vol. VII, Spring, 1973, pp. 4, 5.

or improvisation, foresight, hindsight, love, art, music, religion, strength or patience or accuracy or quickness or tolerance or how long is a day and how far is a mile, how to rely on your self?.... To teach, in the classical sense of the term, this kind of education is impossible. It will take not just a qualified, degreed teacher, but a leader -- one who understands the sense of the awe and wonder of life, not to teach it but to inspire, to help us experience the joy of existence, and thus, a will to survive.¹⁹

It is interesting that Eber states not only what 'outdoor education' should achieve but also the type of teacher necessary to achieve its purpose.

¹⁹Ron Eber, from testimony before the House Select Sub-Committee on Education hearings on Environmental Education, May 1970, in Understanding Environmental Education: A Collection of Readings in Environmental Awareness. Office of Education, U. S. Department of Health, Education and Welfare, Washington, D.C., 1970, p. 65.

SUMMARY

'Outdoor education,' according to the objectives stated for it, is concerned about skills, knowledge and attitudes, some of which are identical to those aimed at by other educational programs and others which appear to be unique to 'outdoor education,' and in particular to residential programs. (See summary -- Appendix B.)

There are some objectives which do not fall into these categories -- these describe some processes of 'outdoor education' and other positive attributes in terms of the individual that are desirable outcomes.

SKILL DEVELOPMENT

There appears to be general agreement that development of cognitive and motor skills in the individual are important, but there is little elaboration on motor skills. In addition, self-initiative, self-reliance, resourcefulness and ability to question and make decisions are mentioned frequently. The development of collecting, recording and interpreting skills is also mentioned as important by the Oregon Conservation and Outdoor Education Advisory Committee²⁰ and the Conservation and Environmental

²⁰Conservation and Outdoor Education Advisory Committee, loc. cit.

Studies Center, Browns Mills, New Jersey.²¹

The Oregon Conservation and Outdoor Education Advisory Committee also states that skills and behaviors must be developed that will maintain or improve a quality environment. Donald Hawkins and Dennis Vinton agree that Environmental Education should provide the background necessary to "direct one's conduct toward improving the quality of life."²²

The ability to discuss environmental problems is stated as an objective but more programs emphasize the development of good conservation practices and one mentions methods of controlling polluting factors as opposed to abstaining from polluting the environment.²³

Social interaction skills and application of democratic principles is a goal Fitzpatrick reported in his dissertation,²⁴ and it receives support from several programs which list this as a desirable outcome. Los

²¹Conservation and Environmental Studies Center, loc. cit.

²²Donald E. Hawkins and Dennis A. Vinton, The Environmental Classroom (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1973), p. 24.

²³Oregon State Department of Education, loc. cit.

²⁴Fitzpatrick, op. cit., p. 44.

Angeles County recognizes social living as equally important as understanding science and conservation, but it is not stated as a primary goal because other agencies are accepting responsibility for it.²⁵

Fitzpatrick also found the development of vocational efficiency through work experiences was a possible goal in several programs but he rates it as "optional" as a result of his survey.²⁶

The role of 'outdoor education' in the introduction of children to leisure activities seems to be considered important. Jay B. Nash²⁷ (as quoted by Hammerman) says it is important but it is not enough on its own, and several sources reinforce this statement.

In some cases 'outdoor education' objectives are stated for other than the child participants. The Conservation and Environmental Studies Center sees changes in pupil-teacher relationships as an important goal,²⁸ while the Oregon Conservation and Outdoor Education Advisory

²⁵Los Angeles County, California; Superintendent of Schools Office, loc. cit.

²⁶Fitzpatrick, loc. cit.

²⁷Nash, op. cit., p. 39.

²⁸Conservation and Environmental Studies Center, op. cit., p. 10.

Angeles County³⁰ and San Diego Schools³¹ programs state that the understanding of human behavior based on social interaction is important. They see the Resident Outdoor School as a unique opportunity for all children to live with over a period of time, and be exposed to the values of, people of different economic, cultural and racial backgrounds.

The important concept that man only, because of his abilities and relationship to the total environment, can consciously alter the existing inter-relationships of his environment was found in only two sources -- Hawkins and Vinton³² and John Miles.³³ To some extent this concept may be implied in the objectives of other programs which state that understanding of man and his relationship to his environment is essential.

Some objectives are very specific in the knowledge that they outline as being important, e.g., knowledge of

³⁰Los Angeles County, California; Superintendent of Schools Office, loc. cit.

³¹Schramm, loc. cit.

³²Donald E. Hawkins and Dennis A. Vinton, "Environmental Education," Art Education, October 1970, Vol. 23, No. 7, p. 50.

³³Miles, loc. cit.

Committee feel that the Resident Outdoor School is an opportunity for College and High School students to gain leadership experience and understanding of younger children.²⁹

The application and development of basic learning skills (reading, writing and arithmetic) in practical situations, inventiveness, improvisation and accuracy are also mentioned as 'outdoor education' objectives in several studies.

KNOWLEDGE

Environmental awareness heads the list in program objectives. It is widely agreed that there is a need to develop the concepts that all natural resources and all living things are interdependent and interrelated. The review of objectives reveals general agreement that the natural environment should be studied and understood but more recent Environmental Education programs are equally, or more, concerned with knowledge about man-made environments.

Less emphasis seems to be placed on understanding man and the interdependence of mankind. However, Los

²⁹Conservation and Outdoor Education Advisory Committee, loc. cit.

environmental management trends and the dangers of uncontrolled population growth. Further specific objectives, but more along the lines of general education, are the opportunities to develop knowledge of art, music and religion, as stated by Ron Eber.³⁴

ATTITUDES

'Outdoor education' in a natural environment provides opportunities for children to be a part of nature. Goodale says that this is important "for those whose lives are fractioned into disjointed roles."³⁵ Several authors see the resident 'outdoor education' program as an opportunity to escape city life and try living in another type of environment which provides novel experiences. Most programs aim to build an appreciation and concern for the natural environment through these experiences. This growing concern for the environment must then lead to action and, as Hawkins and Vinton say, awareness, appreciation and understanding "do not necessarily lead to effective action. Beyond this, each student must acquire an environmental ethic, a concern for, and moral commitment to his

³⁴Eber, loc. cit.

³⁵Goodale, loc. cit.

responsibility to the environment."³⁶ This is one of the few commonly stated objectives concerned with the development of attitudes. Fitzpatrick describes it as the development of civic-mindedness,³⁷ whereas the Oregon Conservation and Outdoor Education Advisory Committee expresses the goal as demonstration of "a personal commitment to intelligent management...."³⁸ The Sedro-Woolley Schools' objective is to develop the attitude of acceptance of "personal and individual responsibility for maintaining and restoring quality in the environment."³⁹

Several programs recognize the need to change the values and drives of individuals if a commitment to responsible action is going to be achieved. Value systems must be revised so that a quality environment in which to live assumes greater priority than the accumulation of material possessions. Thomas Goodale is optimistic about the possible outcomes of 'outdoor education'; he feels that the outdoors can change materialistic values. He

³⁶Donald E. Hawkins and Dennis A. Vinton, "Environmental Education," Art Education, October, 1970, Vol. 23, No. 7, p. 50.

³⁷Fitzpatrick, loc. cit.

³⁸Conservation and Outdoor Education Advisory Committee, loc. cit.

³⁹Miles, loc. cit.

says, "....by expanding concepts of time and space and imposing its own enduring rhythms, the outdoors insistently states a different wisdom which, in contrast to the conventional pattern of artificial environments, exposes some of man's folly and daily inhumanity toward his fellow man." Goodale also feels that 'outdoor education' can contribute to the development of self-identity, self-esteem and an appreciation of the worth of the individual.⁴⁰ Also concerned with the individual self-image is the Conservation and Environmental Studies Center which aims to provide opportunities for children to evaluate their self-images.⁴¹ Nash feels that School Camping provides opportunities for children "to experience the thrill of accomplishment" and to develop a "social sense of belonging,"⁴² both of which enhance the individual's self-image. This "social sense of belonging" is part of the frequently stated "social" objectives for 'outdoor education' programs. It is felt that the Resident Outdoor School provides opportunities for individuals to function as part of a group, building

⁴⁰Goodale, loc. cit.

⁴¹Conservation and Environmental Studies Center, loc. cit.

⁴²Nash, loc. cit.

co-operation and awareness of self and others. In democratic outdoor school programs it is possible to develop appreciation for democratic processes and so improve human relations. Ron Eber, in his discussion of 'outdoor education' feels that it must be more than "solution-oriented" -- it must develop attitudes of determination, tolerance, love and patience.⁴³

OTHER OBJECTIVES

To provide first hand learning experiences is the goal of most 'outdoor education' programs, through which the existing school curriculum can be enriched and through which a stimulant can be provided for motivation of classroom learning. Nash states that one of the aims of 'outdoor education is fun.'⁴⁴ He is the only one who actually says this but enjoyment seems to be implied in other statements.

It can be easily seen that there are many stated objectives for 'outdoor education' and that not one of them is accepted unanimously. Some problems arise in the interpretation of objectives, but where possible these were analyzed in context so that the authors' meaning could best be determined.

⁴³Eber, loc. cit.

⁴⁴Nash, loc. cit.

COMMENTS

The following are additional personal comments on the statements of objectives for 'outdoor education.'

The objectives reviewed in this study are basically the same as those for general education as it occurs in the classroom. Several references were found to 1) optimum social, physical and intellectual development of the individual, 2) development of attitudes and skills for healthful living, 3) development of economic and aesthetic values, and several others.

The purpose of the study, however, was to find what special contributions the residential 'outdoor education' program makes in terms of the education of children. It was found that almost every objective stated could be attained to some extent in educational programs other than residential outdoor ones. Perhaps the only unique characteristics of the residential outdoor program are:

- 1) The opportunity for children of the same age and a variety of backgrounds to live together.
- 2) The opportunity for children to live in a natural, outdoor setting.

These particular characteristics, though, make 'outdoor education' an ideal medium for meeting such

educational objectives as co-operation, individual and group responsibility, written, oral and graphic communications, analyzing and solving problems, knowledge about man and the environment, as well as the development of skills and attitudes for leisure activities.

Most of these objectives were found stated for the majority of programs, with each program placing the emphasis according to its underlying philosophy. The 'area of learning' that is emphasized in most programs reviewed is science, and the use of scientific methods of investigation is popular. One outdoor educator, when asked why his 'outdoor education' program adopted the science curriculum objectives, replied, "It's a place to hang our hat and we have to start somewhere." There could be several reasons for this type of comment:

- 1) The program policy-makers believe that science is what 'outdoor education' is about;
- 2) The program policy-makers believe in 'outdoor education' in the broadest sense of the term but are under pressure to justify it in academic terms.

In contrast to this narrow approach are the objectives found by Fitzpatrick in his survey and ranked by 'outdoor education' personnel according to importance. Development of the full potential of the individual; the development of awareness, appreciation and understanding

of the natural environment and man's relationship to it, the development of knowledges, skills and attitudes for meaningful leisure; the promotion of democratic human relations; the development of civic-mindedness and aesthetic appreciation in the individual are all listed as highly significant goals.⁴⁵

Goodale sees the main challenge for 'outdoor education' in the development of self-esteem and self-identity for people who are forced by the technological society to lead fragmented lives. The medium for this self-actualization process, according to Goodale, is avocational activities close to nature as a part of nature. He feels that nature can impose "its own enduring rhythms" to teach man what is really important in life.⁴⁶ The challenge lies in creating opportunities and guidance for this to happen.

Perhaps one of the reasons that this ideal is not stated extensively in program objectives is because it cannot be stated in behavioral terms and is therefore difficult to evaluate. Despite the fact that attitudes and feelings are avoided in written statements, they are hopefully considered important bi-products of programs.

⁴⁵Fitzpatrick, loc. cit.

⁴⁶Goodale, loc. cit.

Goodale recognizes the leisure-education potential for 'outdoor education' but if other authorities do, they do not acknowledge it. The lack of reference to leisure activities in the objectives was disappointing but not really surprising. It seems that few educators are aware of the learning opportunities that arise out of a child's free play and that part of a child's education for life is equipping him with skills and attitudes for meaningful use of his leisure. The outdoors not only provides a stimulating environment for free play but provides innumerable opportunities for practicing and developing lifetime leisure skills and positive leisure attitudes.

It is disturbing to note the narrowness in focus of additional statements. The 'outdoor education' objectives for the State of Oregon as stated by the Conservation and Outdoor Education Advisory Committee are completely resource management-oriented, referring to such outcomes as naming trends of environmental management, identifying environmental problems, discussing man's management role in solving environmental problems and "demonstrating a commitment to intelligent management by exhibiting behavior such as voting on the basis of known data and avoidance of littering and defacing property."⁴⁷ It

⁴⁷Conservation and Outdoor Education Advisory Committee, loc. cit.

sounds like a recipe for a stereotype of the kind of visitor that the U.S. Forest Service would like in the National Forests, for the sole purpose of cutting down on maintenance of recreation areas and facilities.

The Los Angeles County statement is similarly narrow in that its primary goal is the promotion of understandings in outdoor science and conservation. It would seem that this program, in leaving social interaction skills and the development of human understanding to other agencies, is neglecting to recognize the central influencing factor on the environment -- man, and any concerned person involved in human services would see this as a prime example of "passing the buck." Only two other statements of objectives were found which mention the concept of man as the only factor that can consciously change the interrelationships of the environment. If 'outdoor education' is going to produce people with a sense of responsibility and commitment for a quality environment then understanding of this concept is essential.

The purely analytical and scientific approaches to outdoor education in some programs makes it impossible to achieve the "ekistical conscience."⁴⁸ Ron Eber quotes

⁴⁸Ford, loc. cit.

Stephanie Mills who states the essence of the end-product of outdoor education. She says:

To aspire to survival and to aspire to humanity are the paths. All the logic, precision and practicality in the world can't save us if we lose our own soul. There can be no survival without passion. Passion for humanity, love of the earth, joy of existence and hope for the future....⁴⁹

⁴⁹Eber, loc. cit.

PART IV

AS I SEE IT

A personal point of view on what
Outdoor Education could be.

The search to find support for my ideas about 'outdoor education' had disappointing results, in spite of the amount of literature available on the subject. Even the most complete statements reviewed failed to emphasize, or completely omitted, elements that I feel are essential. The elements that are most neglected are leisure activities, joy, excitement and success experiences.

The special contributions of resident 'outdoor education' programs, as I see them, are in the unique opportunities it provides to achieve educational objectives in all "areas" of development. These opportunities occur because of the inseparable combination of 1) the living situation, and 2) the location in a natural environment.

The living situation with its 24-hour day allows time for many planned and spontaneous teachable moments. Knowledge, skills and attitudes can be developed and applied in an extended total community situation which is more true to life than any school with classrooms can provide. In addition to just seeing each other in class

and on the playground, teachers and children are able to see each other in action as they learn, work and play -- in other words, as they live.

The location in a natural environment takes people from the artificial world and places them in a world where they can experience natural forces and natural objects. Positive first hand experiences help people feel a part of nature, which is an important step toward understanding the concept of the interrelatedness and interdependence of all things. As suggested by Dr. Phyllis Ford, during a discussion, greater depths of communication and understanding among people are also possible in a natural environment because, in a natural environment the only human-oriented objects to which people can relate are other people. Thus the natural environment serves as a catalyst to foster strong human relations.

This study has helped me clarify my ideas about 'outdoor education' and thus commit myself to a statement of what I believe true 'outdoor education' is.

I believe that true Outdoor Education occurs in a natural, outdoor community setting and aims at developing an appreciation for the interrelatedness of all life and a respect for the environment as a whole. It develops perceptivity of the environment, and receptivity to it, through total sensory experiences and the resulting

sensitivity enables the child to 'feel' the natural environment as something exciting, to be enjoyed as an essential part of his life. The child-community setting provides opportunities for group living and learning experiences; it encourages the acquisition of knowledge; it develops positive attitudes for leisure; it helps develop learning, social and leisure skills, and through success experiences contributes to the development of a positive self-image in the individual. As a result, the individual sees himself as a unique and valuable part of the total environment, with the challenge to use his special abilities to care for his environment. He sees that he can do this as an individual and as part of a group through his increased awareness and understanding of himself and others.

In spite of the definitions and objectives, a special type of person is necessary to make sure that 'outdoor education' IS what it COULD BE. Ron Eber has perhaps the best description of the ideal person for this job. Outdoor education requires "not just a qualified, degreed teacher, but a leader -- one who understands the sense of the awe and wonder of life, not to teach it, but to inspire, to help us experience the joy of existence, and thus, a will to survive."¹

¹Eber, loc. cit.

Joy and happiness

[illegible]

74

Clinton Neal Fitzpatrick
Ore. State Dept. of Ed.
Conservation and Out. Ed. Comm.
Hawkins and Vinton
Alan Wagar
C.E.S.C. (Browns Mills, N.J.)
San Diego
Jay B. Nash
Los Angeles County
Thomas Goodale
Ron Eber
John Miles

Interdependence and interrelationships
Interdependence of man
Interrelationships of man and environment
Natural and man-made environments
People with different backgrounds
Environmental management
Use of natural resources
Art, music, religion

- Ability to cope with problems
- Questioning ability
- Decision making
- Legal and political avenues for action
- Habits and skills for meaningful leisure
- Self reliance and resourcefulness
- Collect, record and interpret data
- Conservation and control practices
- Communication (children and teachers)
- Apply reading, writing and arithmetic skills
- Social interaction skills

- Feeling of unity, a part of nature
- Change materialistic values
- Develop attitudes for meaningful leisure
- Appreciation of natural environment
- Concern for environment
- Develop self-esteem and self-worth
- Responsibility to others and environment
- Wondering attitude in children
- Co-operation and democratic processes
- Determination, love, tolerance, patience

First hand experiences
Fun

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